|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit: 6** NUMBER- Adding regrouping (Summative) | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Solves addition and subtraction equations of 1 and 2 digits with and without regrouping | | | | | | **Skills:**   * Adding * Subtracting | | | | | |
| **Materials:**  Tens and units boards, counters, cuisiniere rods, maths notebooks | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 37 May 28th-June 1st** | | | | **Time: 45 min.** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:**  Remind the children how to represent addition using the units’ boards and the cuisiniere rods, and how to represent the same addition graphically on their notebooks.  15+8=23    10+10+3=23  20+3=23  9+7=16    10+6=16 | | | | | | | | | | | |
| **Main Activity**:  Propose children some addition equations using 1 and 2 digit numbers with a result of more than 10 and ask them to represent them in the tens and units’ board. Then register the equation and the result in their notebooks. | | | | | | | | | | | |
| **Tier 1:** These children maybe do not need to represent the equations in the tens and units’ boards. | | | | | | | | | | | |
| **Tier 2:** Provide units’ boards, rods and counters if needed. | | | | | | | | | | | |
| **Tier 3:** Provide units’ boards, rods and counters. | | | | | | | | | | | |
| **Closing:** Check the equations done and give a grade according to the rubric. | | | | | | | | | | | |